

2017-2021 Boston Public School Library Services Strategic Plan
for submission to the Boston Public School Committee and
Massachusetts Board of Library Commissioners

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Executive Summary

The Massachusetts Board of Library Commissioners Strategic Plan and services sets the stage for school libraries across the Commonwealth to tell their story and to plan equitable access to library resources (Maier, 2013). When the MBLC receives and approves a school library or school district's library services strategic plan, then the governing institutions and the libraries within are guided by a library roadmap and the libraries qualify for precious Library Services and Technology Act grant funding. In order for a school library strategic plan to remain compliant, they must submit annual action plans over the five years. Both new strategic plans and action plans must be submitted by October 1 and November 1 respectively.

The BPS Library Services Strategic Plan (LSSP) weaves the MBLC vision and strategic plan throughout:

Every resident of Massachusetts has the information resources required to participate in our democracy and lead a secure and productive life (Maier, 2013, p.3).

Also, the LSSP aligns closely with the Instructional Vision, Theory of Action and Focus areas of the BPS Strategic Plan 2017-2021 with the Department of Elementary and Secondary Education (DESE) School Library Assessment Rubric (MSLA, 2015). The rubric's standards serve as an outline for the LSSP two implementation focus areas: teaching and learning and program management. Embedded in these two focus areas are information access/collection development, technology leadership, professional development facilitation, collaboration within the school community, and partnership with the school's ecosystem including families, public libraries, partners, and elected officials. The school library teachers lead, manage and educate across the school, within content areas, across grade levels, and know and meet the needs of each student.

Likewise, BPS Library Services district-wide program provides coherence in order for all students to have equitable access to active school library program and to ensure that resource allocation is nimble and directed towards relevant school and district access points. The Strategic Priorities outlined described in the body of this plan beginning on page 8 and an Action Plan in table form is outlined on page 31. The plan describes a centralized and school-based distributive program that will develop alongside the BPS High School Redesign, the Educational Facility Master Plan and innovation initiatives. Many believe that school libraries are the heart of the school. The BPS Library Services Program will be the heart of the district.

Boston students bring a rich cultural heritage to school. BPS indicates that 35% of the student population is Black, 41% are Hispanic, 14% are White, 9% are Asian, and 1% is stated as other. Forty-six percent of the students' first languages are other than English, 29% are English Language Learners, 20% are student with disabilities, 49% are economically disadvantaged and 72% are designated as High Need such as ELL or Social Emotional needs. The BPS Strategic Vision implementation is striving to attract, develop and retain an effective team that is responsive to Boston's diverse racial, cultural and linguistic needs of all students (Boston, 2015).

The Boston Public Schools Library Services program is charged to serve the approximately 56,000 students in 126 schools. The School Committee's top priority is for schools to offer rigorous, effective and engaging curriculum, instruction and enrichment. There are 7 early learning centers (K-Grade 1), 41 elementary schools (K-5), 32 elementary and middle schools (K-8), 6 middle schools (6-8), 4 middle and high school (6-12), 21 high schools (9-12), 3 "exam schools" (7-12), 1 K-12 school, 6 special education schools and 4 alternative (at-risk) schools. Included in that count are 20 pilot schools (1 early learning center, 4 elementary, 5 K-8, 2 middle, 2 middle/high, 6 high, 1 elementary/high); 6 are Horace Mann charter schools approved and funded by the BPS. Schools providing services to students are as varied as the students themselves, and services within the schools are able to provide unique and customized learning opportunities for students. For instance, one middle school focuses on the performing arts and the library materials support the curriculum and the focused school theme (Boston, 2015).

Of the 126 Boston Public Schools (FY16), 53 offer a library, some only open part time. Of the 53 schools with libraries, 25 are elementary schools with only 4.3 certified school library teachers; only 1 middle school offers a full time library paraprofessional; and 19 of the 21 high schools have certified school library teachers. In two cases, two professional school library teachers work in the same school library and in two settings are professional school library teachers shared between two high schools.

Boston Public Schools Vision Statement

Boston Public Schools understand that in today's increasingly globalized, 21st century economy, our students must be nurtured to be critical thinkers, analytical problem solvers, and strong communicators. It is our mission that all BPS graduates have a love for learning and view the world as a classroom without walls. BPS believes that, with effective teaching and high-functioning systems, all students can achieve this vision regardless of native language, gender, disability, family income, sexual orientation, or race. The following elements of the strategic vision, taken together, reflect the district's plan to ensure that all Boston students graduate as confident and courageous 21st century leaders.

Boston Public Schools Library Services Vision Statement

The Boston Public Schools library program will strive to provide equitable access to its school libraries and resources for all students. The school library program will cultivate life-long, culturally competent, metaliterate learners who will become proficient in multiple literacies, including information, media, digital, and reading. Our students will be given opportunities that will empower them to become creative knowledge builders and producers of new ideas while continuously developing as engaged global citizens.

Boston Public Schools Mission Statement

As the birthplace of public education in this nation, the Boston Public Schools is committed to transforming the lives of all children through exemplary teaching in a world-class system of innovative, welcoming schools. We partner with communities, families, and students to develop in every learner the knowledge, skill, and character to excel in college, career, and life-long learning.

Boston Public School Library Program Mission Statement

As part of the overarching mission of the Boston Public Schools, BPS school librarians (library teachers) prepare our students to be college and career ready writers, readers, and producers by:

- Encouraging students to read and cultivate successful life-long learning habits;
- Teaching students to be responsible and ethical consumers and producers of information and creative works;
- Collaborating with faculties to teach according to the Common Core Framework and Digital Literacy Standards in order for students to be college and career ready;
- Providing opportunities for students to become global citizens by collaboration, critical evaluation, and communication of information from many sources, including the Internet, subscription databases, and books in all formats.

BPS school librarians (library teachers) guide students and collaborate with teachers by providing:

- in depth, personalized learning that integrates 21st Century skills with classroom content;
- curated print and digital content for relevant student learning and teacher support; professional development;
- access to current technology and programs;
- access to physical spaces for individual and classes of students; and to up-to-date, culturally relevant library collections both within and outside the school building, in the form of both physical items and digital resources.

Library Services Strategic Plan Component Definitions

Achieving objectives. The means used to accomplish an objective including specific tasks accomplished in a given year to achieve that objective; activities may include specific timelines and/or other measure for determining when the activities will take place and how the objective will be accomplished.

Action plan with specific timeframes and/or other measurements for achieving objectives. The means used to accomplish an objective including specific tasks that in order to achieve a given year's objective.

Annual updates of action plans. By November 1 of each year, the action plan should be reviewed and revised to reflect activities that will take place in the next fiscal year to achieve the strategic plan's goals and objectives.

Approval of governing board. This is the assurance that the library's trustees for a public library; principal, superintendent or school committee as appropriate for a school or district; dean, provost or president for an academic library; or other governing unit as appropriate has reviewed the contents of the plan and voted to accept it.

Assessment of user needs. A description of the needs of the community receiving library services including a gathering of information based on a population analysis, survey results, a description existing library services in relation to the community's needs and/or those in other similar libraries. A needs assessment takes into consideration other plans developed at the state, and local levels. The Americans with Disabilities Act (ADA) is an assessment component of the library services strategic plan, which includes the learning priorities of all users.

Boston Public Schools Strategic Vision: A BPS Strategic Vision was approved by the School Committee in spring 2015, which includes: Aspirations, Theory of Action, Strategic Priorities and Measures. These elements are embedded throughout this Boston Public School Library Services Strategic Plan.

Certified library teacher (library media specialist/school librarian):

- A teacher who facilitates a meta/information literacy curriculum and integrates the school's academic and extracurricular content with guided inquiry practices. This includes disciplinary literacy, literature appreciation, book/media/ makerspace programs, reading and independent learning support. Evidence based practice includes student learning assessments and library program impact.
- An instructional partner who collaborates with the school community plans and facilitates innovative learning rigorous content, grade level and school wide learning in order for all students to matriculate successfully to the next education level.
- An information specialist who curates information in order to support the curriculum and extracurricular activities including collection development,

database dissemination, pathfinder creation, website management and individual reference and literature consultations.

- A library program administrator who manages scheduling the library space(s) provides digital access to culturally relevant library collection, procures resources for the library and the school, facilitates volunteer/tutor programs and many other schoolwide programs.

(In Massachusetts, a teacher-librarian must have a baccalaureate degree and complete a school library media certification program. Some school library media specialists hold the full Masters of Library Science (MLS) or Masters of Library Information Science (MLIS) degree.)

Metaliteracy. Provides an overarching framework based upon core information literacy competencies where learners are empowered to participate in interactive information environments and equipped to reflect, change and democratically contribute as culturally competent, critical thinkers. Metaliteracy integrates the parallel visual, textual, aural, media, digital and collaborative competencies, which are the foundational elements of information literacy.

Mission statement. A concise declaration of the purpose of an organization, specifying the fundamental reason for its existence and identifying its major service roles and the major user groups at which they are directed.

Multi-year goals and objectives. Goals are broad statements describing desirable aspirations toward which the library program will work over the long term, encompassing a vision of what services should be available; a goal is not measurable and may never be fully reached but will probably not change over a three to five year period; together with objectives, goals define a course of action for meeting the needs of a community. Objectives are specific, strategic priorities and initiatives to be achieved to implement a goal; they define how it will be done, who will do it, and when and under what conditions; objectives are measurable, include time frames and may or may not change over a three to five year period depending upon progress made.

Planning methodology. Identification of a specific planning process, and any modifications to it; or, if a library has not used a particular process, a description of what was done, who participated, to what extent, how and what data was gathered, and during what period the plan was developed.

BPS Strategic Implementation and Library Services Strategic Plans

The School Committee's top priority is for schools to offer rigorous, effective and engaging curriculum, instruction and enrichment. The Boston Public Schools Library Services department now is positioned on the district's Strategy Team. This change is part of Superintendent, Dr. Tommy Chang, and his 100-Day Plan "centered around five value statements...:

1. All youth can and must achieve at high levels.
2. We innovate and transform teaching and learning to inspire excellence.
3. Those closest to students must be empowered and held accountable for making the most critical decisions that lead to student achievement.
4. Every child should have access to a high quality school of their choice close to home.
5. We must build a "Culture of We" that is embraced by students, staff, families, and community" (Chang, T., 2015).

Dr. Chang's 100 Day plan highlights that there is a "low completion rate of the recommended MassCore curriculum, particularly for Blacks and Hispanics.... (which) is worrisome, since MassCore is 'intended to help our state's high school graduates arrive at college or the workplace well prepared and reduce the number of students taking remedial courses in college'"(Massachusetts Department of Elementary and Secondary Education)"(Chang, T. 2015). FY14 rates for Boston indicate Asian students had a 59% MassCore completion rate, White students had a 55% completion rate, Black students had a 30% completion rate and Hispanic students had a 34% completion rate. A report by the Center for Collaborative Education suggests that Boston's young males of color are significantly underrepresented in Advanced Work Classes and acceptance into the city's exam schools (CCE, 2014).

Garnered from the 100 Day Plan the Boston Public School's Strategic Implementation Plan (BPS, 2016) offers "a plan to foster equity, coherence and innovation" (BPS, 2016). The plan's instructional vision anticipates that:

- Students will read widely, think critically, and communicate effectively.
- Educators will create safe and welcoming learning environments that affirm our students' unique cultural and linguistic strengths. They will plan instruction that stimulates interest, presents content in different ways, and provides choices for students to demonstrate their understanding.
- The content will challenge students to apply standards-based knowledge and skills to real-life challenges that are authentic to the discipline (Boston, 2016, p. 11)

Addressing two of the 100 Day Plan Core Challenges and the BPS Strategic Implementation Plan's Instructional Vision, the BPS Library Services Strategic Plan strives to provide students with equitable access to college and career ready, active school library programs that offer culturally rich resources, and school based library leadership. School library teachers partner with faculty and school leaders to implement rigorous academic standards. A strong, centralized school library program ensures coherence across the district and within the school. Because School Library Teachers are awarded teaching certification credentials, they not only curate both print and digital resources, they facilitate and manage active school library/learning commons programs. The district's instructional vision statements are parallel to active school library pedagogy and both are further integrated in the BPS and Library Services Theories of Action and BPS Key Focus Implementation Areas.

BPS Library Services Theories of Action

The school library impact studies, a large body of ongoing theory and practice, suggest that students achieve strong academic success when learning with an active school library program (LRS, 2016). Included in this body of research is how significant school library access is for building resilience and lessening the dropout rate (Jones, 2009). Also, preliminary research suggests that this high percentage of struggling learners, students who learn without school library access, perform more poorly on standardized tests than their counterparts who use school libraries (Froggatt, 2014).

The findings from this research align with the beliefs and aspirations in the Boston Public Schools Library Services Vision and Mission Statements (pages 6 & &). In turn, this research supports the BPS Strategic Implementation Plan (BPSSIP) and Dr. Chang's "Culture of We" initiative. For instance, the BPSSIP's second theory of action regarding offering all students "cognitively demanding tasks" (Boston, 2015, p. 11) is a component of the information search process research. This "guided inquiry model" includes the affective, cognitive and physical components of information seeking and project based learning where immersion, exploring, identifying, gathering, creating, sharing and evaluating.

These components of school library pedagogy are cognitively demanding and require students to "read widely, think critically, and communicate effectively" (Boston, 2016, p. 11). The BPS Theory of Action Introductory Statement of Belief - "As adult learners committed to equity, we must acknowledge, engage in, & continuously reflect systemic & individual biases & their impact on our practices" - mirrors guided inquiry and what a strong school library program embodies including critically reflecting on information systems and the inherent bias within. The six practices are woven throughout this plan.

*The following BPS Library Services and Strategic Plan is arranged by the two major strategic priorities of **program management** and **teaching and learning** with detailed priorities therein. This is followed by the priorities in a table format beginning on page 32.*

Library Services Program Management Status and Strategic Plan

Strategic Priority 1: Equitable & Sustainable Budget Allocation

BPS KEY IMPLEMENTATION AREA 5

Build a sustainable financial system that invests resources equitably and strategically.

In the early 1970's in Boston, every school offered students a library. UMass Boston offered training for volunteers focused on books and libraries for the "city child" (Locke, J., 2015). Since then, though student learning needs have changed, school library programs have and continue to be relevant and aligned with student research and reading requirements. School library teachers manage classrooms that offer personalized learning, making, a common area and places of scholarship and inquiry where students actively learn, critically evaluate information in the formats at hand, and share learning (Loertscher, 2010).

Unfortunately, the following conclusion taken from the BPS School Library Services 2009-12 Long Range Plan is similar or worse:

“Thus, the BPS media program is comprised of troubling inequities which include: substandard numbers of books per students, consideration to staffing (professional/ nonprofessional or staff at all), hours open, lack of cohesive K-12 plan for instruction in the libraries and availability to reference collection size or special collections. To address the teaching and learning inequities, the K-8 staff plans a scope and sequence project for the 08-09 (now FY 17) school year to make the instruction at those levels more equitable. Additionally, the intention is to ensure students entering high school will have similar skill sets for research and library utilization. The high school library staff plans to develop a policy manual for the libraries, and also assess the libraries and make recommendations for a plan to create equity in the BPS libraries.”

As mentioned in the Executive Summary, there are 126 Boston Public Schools (FY16), and, of these, 53 offer a library, some only open part time. Of the 53 schools with libraries, 25

are elementary schools with only 4.3 certified school library teachers; only 1 middle school offers a full time library paraprofessional; and 19 of the 21 high schools have certified school library teachers. In two cases, two school library teachers work in the same school library and in two settings are professional school library teachers shared between two high schools.

Table 1 portrays the waxing and waning of the BPS school library program over the last 15 years. Of the remaining 73 schools without libraries, 36 are located in distressed neighborhoods from which at risk students hail (Jennings, 2012).

Year	Schools	HS Libs	HS Staff	MS Libs	MS. Staff	K-8s	K-8 Staff	Elem Schools	Elem Staff
FY 1999	120	All Schools had a library presence - no individual data available							
FY09	135	26	23.6 Cert 10 Paras	47 Schools with 18 full time paras and 21 part time paras.					
FY16	126	20	21	2	2 para	10	4.5 Cert. 6 Paras	22	2 cert
FY17 Projected	126	16	17	1	1 para	10	3.5 Cert 6 Paras	TBA Losing 1 Gaining 1	20 paras

Twenty-three BPS school libraries are members of the Metro Boston Library Network (MLBN) which provides automation system offering circulation, cataloging, technical support and interlibrary loan. Online access to a high school’s library collections is a component of New

England Association of Secondary Schools and Colleges (NEASC, 2016) accreditation. Students and teachers in MBLN schools can access and resources are delivered to their school libraries. Interlibrary loan services are only available to schools that comply with the Massachusetts Library System requirement that a school library employs a certified school library teacher. High schools with librarians are cognizant of the American College of Research Libraries Information Literacy Skills that were founded upon the American Association of School Library 21st C Standards. Also, these resources are critical components of the guided inquiry model described in the Theory of Action above. Lack of access to this resource demonstrates a critical “exclusionary practice” (Boston, 2016, p. 11) fostered by systemic financial formulas prohibiting access to critical school library services. .

Though technological management of an Integrated Library System, including report, statistics, circulation and cataloging functions, warrant a professional library teacher. Of the remaining school libraries which are digitally catalogued, one of which is a high school (now closed), thirteen use LibraryWorld, a stand-alone system. Though not as robust as the MBLN system, students and teachers can access the collections online and the library team members can participate in electronic checkout. However, the students and teachers in these schools do not receive interlibrary loan/resource sharing services.

At one time, the Center for Media Technology at the Campbell Resource Center offered professional research and educational resources for loan. Fiscal challenges and the online availability of the professional journals and audio-visual resources prompted this component of the library department to close. However, there is a library media space at the Campbell Center where Library Team meetings happen and supplies and new books are stored. Currently, there is a dated set of reference resources that are to be weeded. The Library Services space could serve

as a clearinghouse for donated books. A vision would be to create a free book center for BPS Families, Caregivers and Students.

The BPS Library Services centralized budget only pays for Metro Boston Library Network membership, one subscription database for younger learners, and limited supplies and Library team professional development resources. Fortunately, the MA Board of Library Commissioners (MBLC) process and the Massachusetts Library System (MLS) offer all of the Commonwealth's residents access to invaluable digital resources such as the Encyclopedia Britannica, the Gale Reference Library, and the Boston Globe. Similarly, Boston Public Library offers BPS students a host of databases providing hundreds of thousands of dollars' worth of 24/7 information. Thus, students are fortunate that these resources are available to them. In the past, there was funding for pre-K and content specific subscription databases, such as PebbleGo, a non-fiction research resource filled with easy-read journal articles for pre-K-grade 3. The current library services budget can only afford Tumble books, a database that offers a wealth of digital fiction for young learners. The statewide databases and the open Commonwealth eBook Collections do not meet the early literacy needs of BPS students.

In regards to budget allocation, according to the 2009 BPS School Library Services Long Range Plan in FY07, the library program budget was \$350,000 for over 140 schools, compare this with Taunton, at that time had comparable budget of \$391,000 for 16 schools. The FY16 BPS Library Services budget is \$129,036, which translates into \$2.22 per student. Except for the \$25,000 spent on 24/7 access to Tumblebooks, there is no per capita allocation for books in any format. Compare this with the District of Columbia that allocates \$1,191,785 "At Risk" funding for library services (13) for 47,548 students, which translates into \$25.00 per student for library resources.

FY 11 was the last time when all school libraries received a considerable, per capita amount, which came from Title 1 funds. Thus, there is a need to align with BPSSIP's Focus Area 5 "to build a sustainable financial system that invests resources equitably and strategically," by seeking grants to jumpstart access to library resources is a priority. A few examples include exploring the Community Reinvestment Act/ National Collaborative for Digital Equity Funding that was reviewed at the BPS Digital Equity Summit and seek and write relevant grants for individual school libraries such as the MBLC LSTA and Laura Bush grants. FY11 was the last time when all school libraries received a considerable, per capita amount of Title I funding for resources. School Library Journal's report on the 2016 average book prices for is \$19.60 for children's picture books and \$17.90 for young adult literature.

By FY22, the goal is to have a plan in place that provides equitable budget allocation in order for all students to access, culturally relevant and just-right, scholarly reading materials to meet their academic and extracurricular information needs. The Library Services Department has and continues to seek substantial grant funding to support programming. Hard budget decisions can compromise school library funding. A central budget would preclude this school-based decision. Libraries offer a safe place and supportive haven to work on homework and develop a love of reading (Jones, 2009).

Program Management Strategic Priority 2: Equitable Access to Library/Learning

BPSSIP FOCUS AREA 1

Implement an inclusive, rigorous, and culturally/ linguistically sustaining PK-12 instructional program that serves the development of the whole child.

Similar to library collections, library facilities are very different across the district and 40% of students enter high school without ever using a Boston Public School Library (Froggatt, 2014). East Boston High School has the bones of a beautiful library, but over the last 16 years,

there appears to have been little or no direction regarding collection development and the use of the space. Though many students use the library on a daily basis, circulation is very low for the school size and the average publication date is 1985. Then consider the two exam schools libraries: both are two floor complexes. The collegiate atmosphere supports scholarship, inquiry and innovation.

At the elementary level the range of access to library resources and their condition is as striking. Over the last few years Target renovated six elementary/K-8 libraries. The facilities are vibrant places. However, one does not have a library staff person and one school is closed. Other school libraries with locked doors include Mildred Avenue School, the Dever Elementary and Dorchester Academy. These descriptions highlight that only 42% of Boston's students have access to school libraries and the personalized, guided inquiry pedagogy that this educational resource provides. A recent visit to the centrally located and spectacularly appointed Mattahunt Elementary School Library the dusty books were disheveled on the shelves, the shelving was in long rows and served as barriers. One random book title, which was published in the 1970's, was about a boy in Norway. The books themselves at one time were part of an online cataloging system, but institutional history may preclude locating this set of tens of thousands of dollars of data entry work. The discovery of similar data losses occurred in at least a handful of schools this year. Also, it served as a holding tank for other items in the school. For a child who has never set foot in a library, this visual experience defies the BPSSIP instructional vision of students accessing "welcoming learning environments that affirm our students' unique cultural and linguistic strengths" and receiving "instruction that stimulates interest, presents content in different ways, and provides choices for students to demonstrate their understanding (Boston, 2016, p. 11).

PROGRAM MANAGEMENT- Strategic Priority 3: Equitable Access to Library Teachers
BPSSIP FOCUS AREA 2

Attract, develop, and retain a highly effective instructional team that is responsive to the diverse racial, cultural, and linguistic needs of Boston youth.

Two of the three exam high schools are staffed by two full time certified school library teachers allowing more than one class to access 21st C library programs and services. Many other high schools are staffed by a library teacher and a paraprofessional. However, FY17 brings no access to a library teacher at the Another Course to College, Boston Community Leadership Academy, Boston International School, CASH, Dorchester Academy, Josiah Quincy Upper School, New Mission and Snowden. What is also missing is before and after school library access and the learning resources therein. Many high school students hold part-time jobs, and/or take care of family members. Others need a space outside of their family home to complete school work and, therefore, need extended school library hours to achieve academic success. Often these are at risk students who may not even be aware as to what they lack or may be losing.

The elementary and middle school libraries present a very significant challenge. There are only 4.3 certified elementary school library teachers. The 20 elementary paraprofessionals offer literacy enrichment and in some cases strong collections for students to build curiosity, a love of reading, and an opportunity to dig deeper into an area of interest.

Here are a couple of shining stars: The new library at the Sarah Greenwood was created by committed volunteer fundraising and program implementation efforts. The Pauline A. Shaw offers a flexible access schedule and the paraprofessional, who holds a professional license and will become a school library teacher there next year, is built upon strong principal support, generous donors and a collaborative faculty that integrates academic content into the school

library program. However, there are many more elementary students who are limited by classroom collections of books. Also, this year, the BPS Library Services Director is learning how many teachers and school leaders are not aware of the statewide resources accessed through the BPS Library internet presence (bpslibraries.org).

As mentioned in the Library Services Strategic Plan Component Definitions on page 7, certified library teachers who join a school community are a program manager and a teaching and learning facilitator. The Masters Level coursework experienced by these professionals brings leadership to a school's literacy, instructional technology, resource asset management, partnerships and programs. The guided inquiry practices fostered in school libraries is a preparation for college and career readiness. For instance, the current high school librarians are cognizant of the metaliteracy skills required of a high school graduate for matriculating to working or joining a higher education community. Also, the BPS Library Services Program Director is striving to work with the Advanced Work Course steering committee and the Assistant Superintendent for the Opportunity and Achievement Gap to strive for equitable all student access to enriched school library pedagogy and strong digital and literature resources. Active school library programs "create structures, tools and coaching to support disciplinary literacy that ensures universal access for all students" (Boston, 2016, p. 11) ability and readiness levels. Library Teachers are positioned to manage this form of deep, personalized learning.

In some schools students there is little or no coherence towards equitable access to their school library. Some are teaching classes or performing other school duties, thus, inflexible student access to the library occurs. During FY16, Guided Inquiry Curriculum Committee of library and social studies teachers drafted a 6-12 Scope and Sequence for Metaliteracy that updates the FY00 Library Curriculum. FY17 will integrate Guided Inquiry with

English/Language Arts to draft a K-8 scope and sequence. Some of the current Library Team members lead professional development for the school communities. However, the majority of middle school students, most of whom have no library access, enter high school without metaliteracy skills. Thus, the Library Services Strategic Plan calls for centralized library teacher staffing and placement in order for students to equitably access active school library programs that include a library teacher, an integrated metaliteracy curriculum and ample, relevant resources. Similar to the BPS Theory of Action this dynamic curriculum provides a “multi-year trajectory of developing culturally and linguistically sustaining practices (Boston, 2016 p. 11).

Also, certified library teachers are evaluated similarly to teachers. Thus, some school leaders may not understand the impact that school libraries have on the academic success of students. The Massachusetts Department of Elementary and Secondary Education (DESE) offers no standard for school library access. However, the Every Child Succeeds Act (ESSA) includes school library access for all learners. Currently, there is a statewide commission to develop a long range plan to ensure that all students equitably access school libraries (MSLA, 2016).

Recently, DESE and the MA School Library Association (MSLA) generated a school program rubric that is consistent with the teacher evaluation rubric (MSLA, 2015). Upon collaborations with Boston Teachers Union, BPS Office Human Capital and a school librarian task force, BPS is adopting the rubric for principals to use with the professional library teachers in their schools. This will “foster school library practices that promote academic rigor, individual and collaborative learning, problem solving, and responsible use of resources that support student success” (MSLA, 2015). Library paraprofessionals are evaluated using a generic paraprofessional evaluation tool. The Director of Library Services and a human capital staff

person are developing an evaluation rubric for the BPS library paraprofessionals that will go through a similar process as the DESE school library rubric.

The majority of the 53, FY16 Library Team members are white females. In order to attract, hire and retain recruit highly qualified library teachers, PSSIP Focus Area 2, BPS Library Services is partnering with Boston Public Library and Simmons School of Library and Information Science school library teacher internship program. Grant funding for city residents with college degrees who are employed by BPL and BPS will be explored aggressively. The goal is to recruit a diverse set of seasoned BPS teachers and library paraprofessionals. This city-wide initiative would enrich both BPL and BPS Library Teams by these residents' cultural backgrounds, care for the city's children and prior knowledge of the school system.

***Program Management Strategic Priority 4: Collection Development School/District Wide
Resource Asset Management***
BPSSIP FOCUS AREA 3

Engage students, families and community organizations as advocates and partners for equity, access, and results for all students.

Since FY08, there were two instances of centralized funding for school libraries. One, as mentioned above, was in 2011 when all school libraries received a considerable, per capita amount of Title I funding for resources. The other is when high schools are in the process of accreditation. Then, those schools received ample funding for collection development. In this context of fiscal confinement, the library services program is nimble and, though there is little funding for new academic content, the Library Team is not inhibited by the structure of BPS. Many Library Team members work within their school communities to provide an atmosphere of scholarship, innovation and the love of literature. They hold book fairs, write individual school grants, and create partnerships in order to put new books on library shelves. Family engagement

is a large part of this success. Without this integral spirit, schools with libraries would lack new books. This is an example of asset management and sharing challenges in many district schools. More importantly, learning without the wonder embedded in a library collection, raises equitable access and financial issues.

Most school library team members already curate digital resources for teachers and students. Some manage their own websites, and embed these resources into individual lesson plans for teachers, and others work with academic teams to create sets of relevant digital resources such as partnering with the Social Studies Digital Literacy resources. However, the BPS Library Services webpage, as mentioned above is not consistently assessed across the district. Currently, this web presence is moving to a Virtual Learning Commons (VLC) model. A template will be available to library team members if they do not have or desire to update their school library's web presence. A VLC offers the library catalog, links to the databases, and digital resource pathfinders that includes the BPS Digital Backpack. But VLC's also curate active student learning, where they can demonstrate understanding with their peers, with teachers and with academic discipline experts. This robust model is changing the landscape of school library webpages (Loertscher, D. & Koechlin, C., 2013).

BPS libraries are as varied as its schools in services provided and staffing models. For example, the West Roxbury Education Complex has one library serving two high schools. The library has a solid program where instruction is integrated into the curriculum. On a daily basis, students from all schools have access to computers for research and word processing; a collegiate atmosphere is apparent. The collection and library floor space are of an adequate size, however, like many other collections, the resources are aging. In October 2015, a collection analysis, performed by the Mackin Book Company, shows that the average publication date of the West

Roxbury's collection is 1986 and the averages for pure and applied science are 1984 and 1990 respectively. Except for the loss of a paraprofessional assistant and inadequate resources, this program is thriving and should be an exemplary model of what is happening in the BPS libraries. Contrast this with Fenway High School's, which also offers students an active school library program. FHS's average publication age of its total library collection is 2001 and the average age for the sciences is 2010, a stark difference. An elementary school example is the Curley School where its upper and lower school libraries were shuttered.

About 3000 of lower school's books are in a closet and the upper school's books sit idle on shelves while the space is used as a dance studio. This year a team of parents and teachers created a school library action plan and the library will be renovated thanks to their acquiring grant funding and giving. What is striking is the amount of students who learn without libraries. These informationally underserved (Froggatt, 2014) students only access classroom collections' some of which are limited, dated and exhibit teacher preference and bias. Thus, this plan strives for increased funding for the current school libraries, growing new libraries, financing salaries and resources. This includes developing an equitable formula for ensuring that existing libraries maintain collection integrity, while at the same time working with school leaders to leverage resources in schools with little or no active library program access. Professional development for library team members, faculties, school leaders and families will also address biases and access to culturally relevant texts.

Program Management Strategic Priority 5: Cross Departmental Print & Digital Asset Management

BPSSIP FOCUS AREA 4

Develop and deliver a coordinated system of high-quality support, customer service, and communications centrally and at schools.

The Director of Library Services, once under the umbrella of the Office of Instruction and Information Technology (OIIT), is now situated on the BPS Strategy Team. Departments represented on this team include Engagement, Data and Accountability, Human Capital, Equity, Turnaround Schools, Partnerships, the Academic Response Team, and Extend Learning Time (ELT). In the 100 Day Plan, a staff survey included that “schools felt removed from Central Office...many Central Office staff feel ‘silo-end’ department goals are rarely connected to district-wide goals” (Chang, 2015). Strong school library programs counter this trend “to successfully educate our students, school leaders need supportive, coherent customer-service engagement from the Central Office” (Chang, 2015).

The Library Services Program is positioned to enlarge this initiative. For instance, the Library Services Department is working with the Summer Learning Program, a component of ELT, to leverage student access to school and public library resources that support the English Language Arts expeditionary learning curriculum. As mentioned above, there is a district-wide collaborations include the formation of Social Studies/Library Services and English Language Arts/Library Services task forces in order to create an integrated, 21st Century information literacy K-12, inquiry-based learning scope and sequence.

Other central library services responsibilities include: librarian staff development, teacher staff development, attendance at school faculty meetings as requested, planning meetings with school administrators (creating, expanding, upgrading or closing libraries), NEASC assistance (library analysis and preparation, conferences with NEASC teams), collaborating with all

curricular departments at the district level (collaborate with subject area professional development, research assistance, purchasing assistance for supplementary materials for the curriculum), assisting school library teacher and library staff with specialized projects. These tools and coaching will embed practices that confront biases and belief systems, specifically curating and delineating print and digital learning resources that meet the needs of all students.

Likewise, the BPS Library Services strives to deliver a coordinated system of high-quality of support to schools, BPS Library Team members, students, teachers, school leaders and families. The Library Services Director performed over 70 school visits last year. FY 17 brings stronger relationships with library team members and new relationships with school leaders. This provides an opportunity for the library services department to center itself within the district. Cross-department communication and collaboration assists to ensure that district resources are equitably distributed, minimally duplicated, shared, and aligned with curriculum outcomes. For instance, over the past few years Expeditionary Learning (EL) resources have been purchased and distributed at great expense. School library Team members are positioned to be active players with EL, which is a similar pedagogical model to the guided inquiry (Kuhlthau, & Maniotes, L., 2014)). Also, the EL resources can be cataloged and managed by the library services in order to keep these assets available on demand.

TEACHING & LEARNING

Strategic Priority 1: Develop an integrated inquiry based/information literacy learning program for students and staff.

BPSSIP FOCUS AREA 1

Implement an inclusive, rigorous, and culturally/ linguistically sustaining PK-12 instructional program that serves the development of the whole child.

Teaching and Learning, the second major strategic priority of the BPS Library Services Strategic plan, encompasses active, personalized learning program strategies for students, faculty, school leaders, parents, BPS partners and community member. To recap, active school library/learning commons programs offer certified library teachers as teachers, managers, and school-based professional development leaders. School libraries are active learning classrooms where students participate in independent, 21st Century personalized learning experiences. School library teachers collaborate with academic and specialist teachers to offer students personalized learning opportunities that integrate metaliteracy (Jacobson, T. E., & Mackey, T. P., 2013) and guided inquiry pedagogy (Kuhlthau, C. & Maniotes, L., 2014) with rigorous discipline literacy. As referenced on page 18, this theory of action will create a K – 12 codification of guided inquiry/metaliteracy skills to be developed, implemented and reviewed as technology tools change. The BPS Guided Inquiry Scope and Sequence is based on the Empire State Information Fluency curriculum (NYC, 2015). The framework is based on the Stripling Model of Inquiry which, integrated at all grade levels, are these interconnected components of active learning: wonder, investigate, construct, express, reflect, and connect.

Library teachers are professional development leaders. The BPS Library Services program leader program leads professional development programs for school library team members including collaborative opportunities for interdisciplinary learning and college and career ready skill development that will be shared with school faculties. Also, as digital learning grows and changes, library teachers are positioned to provide school faculties with training to

access up-to-date pedagogical practices and enough technology to meet learning and work needs. They in turn, can lead professional development for their schools' teachers and school leaders. This technology includes computer workstations, tablets, scanners, printers, copiers, digital projectors, cameras peripherals and digital literacy skills. For instance, FY17 brings an integration of an OIIT Digital Learning/Social Studies course to be facilitated by school library team members within their buildings. This course, that awards PDPs, could be used for school, team or personal professional development/learning goals and part of a teacher's evaluation.

Also, the director guides school library team steering committees in order to invite leadership opportunities, professional development and advantage of the expertise and knowledge of the BPS Library Team. These departmental networks include professional evaluation, One-Book/One-Grade Summer Reading, Boston Reads Day, Metro Boston Library Network representation, Massachusetts School Library Association Membership, Professional Development Book Club, Makerspace Initiative, and Strategic Planning.

A BPS Strategic Vision strength is family engagement. This strength is evidenced in the handful of school libraries in various stages of rebuilding on behalf of parental, faculty and community support. For instance, under the guidance of the Library Services Department and support for the school administration and faculty, parents at the Curley School, are designing and rebuilding a school library. Faculty, community and family engagement resurrected the McCormack Middle School Library, which was closed for many years. Currently they are exploring how to fund a professional school library teacher position. A short term priority for staffing school libraries is to partner with volunteer organizations and institutions of higher education. A volunteer presence can jump-start a new library; however, they are not a substitute for a certified library teacher. School librarians create active partnerships with families by

leading workshops, collaborating in Tech Goes Home programs, connecting families with Boston Public Library Resources and school-wide literacy outreach programs.

TEACHING AND LEARNING

Strategic Priority 2. Resource & Information Access and Delivery

BPS KEY FOCUS AREA 4

Develop and deliver a coordinated system of high-quality support, customer service, and communications centrally and at schools.

As described above, the MBLC and Boston Public Library (BPL) offer BPS students a host of databases providing hundreds of thousands of dollars' worth of 24/7 information. The MBLC resources require a library portal. The BPL resources require a library card. Thus, this strategic priority is to strengthen the existing relationship between BPS and Boston Public Library. To help support student access to educational resources, as Massachusetts residents, BPS students are all eligible for a Boston Public Library (BPL) Card. BPS middle and high school students are issued an ID, or the OneCard, that is used for school attendance and public transportation. The third component, that this card serves as a library card, is about to be realized. BPS OIIT and BPL are working so that a barcode that is large enough is imprinted on the student ID. Besides the ability to check out books, use online databases, stream movies and such, a picture ID is required for students to use BPL technologies after school. Thus, it is critical for equitable access that students, for which this may be their only form of identification, receive a OneCard with all three navigation tools installed.

Also, the BPS Library Services Program, BPS Office of Engagement and BPL have joined together to meet President Obama's ConnectEd Challenge. Together BPL and BPS library services are striving for first graders to receive a library card and a visit from a BPL children's librarian. The Office of Engagement is supporting this work in order for all to know which BPL

branch closest to their home and/or school in order to know how to access books and digital resources after school and in the summer. Each year following, 1st graders will experience this program.

Strategic Priority 3: Align & Integrate with Service Providers: INTERNAL
BPSSIP FOCUS AREAS 3 & 5

Develop and deliver a coordinated system of high-quality support, customer service, and communications centrally and at schools.

Build a sustainable financial system that invests resources equitably and strategically.

In order to strive for equitable access to this instructional vision, the Library Services Director serves on the high school redesign and presented to the BPS Facilities Education Committees. Currently, Innovation is partnering with the Center for Collaborative Education in order to explore and implement personalized learning for BPS. The goal of these collaborations is to ensure that high schools offer equitable access to centralized common learning spaces such as school libraries (Loertscher, D., 2010). The current climate is one of semantics. “A Makerspace is an evolutionary step in library facilities' design and programming. It is a destination for thinking, learning, doing, creating, producing, and sharing; a space that takes advantage of multiple learning styles....(It is)the intersection of formal and informal learning (and) can include designing, playing, tinkering, collaborating, inquiring, mentoring, experimenting, problem solving, and inventing.” (Loertscher, Preddy, Derry, 2013).

Whatever school library spaces are called, library teachers offer this form of pedagogy and model personalized, 21st Century, college and career teaching and learning. There is a set of BPS Library Team members researching and implementing makerspace teaching and learning. These interchangeable terms for common active learning spaces describe the BPS Strategic Implementation Plan's Instructional Vision. The Library Services program placement on the

Strategy Team allows for district alignment of curricular, facilities, technology and innovation initiatives that are moving towards the goal of offering students a flexible, but well managed common learning space. This coherence is critical for equitable access to “safe and welcoming learning environments that affirm our students’ unique cultural and linguistic strengths” (Boston, 2016, p. 11).

Strategic Priority 4: Align Service Providers; EXTERNAL
BPSSIP FOCUS AREAS 3 & 4

Engage students, families and community organizations as advocates and partners for equity, access, and results for all students.

Develop and deliver a coordinated system of high-quality support, customer service, and communications centrally and at schools.

BPS Library Services director and Boston Public Library President plan to establish liaison work grounded in the American Library Association’s Library Services Department Reference and User Services Association. Guideline A division of 5.3.2 defines this work as: “Suggested formal activities include, but are not limited to: outreach programs aimed at underserved user groups; cooperative relationships with educational institutions and organizations; coordination with library staff offering adult and juvenile programs; interaction with Friends of the Library chapters and advisory boards; formation of specific user focus groups; and establishing a procedure for staff and users to suggest and/or offer acquisitions” (ALA, 2010). This three year strategic plan will align with the MBLC’s strategic plan and the second Massachusetts Library System’s strategic planning process upon which both BPS and BPL leaders serve.

Here are a few examples of this critical collaboration. An extension of the ConnectEd Challenge, described directly above, during FY 17, all 8th grade students, via their social studies

classes, will visit BPL Central Library. BPS Library Services and BPL Youth Services are coordinating author visits to schools without library programs. Many schools already collaborate with the closed public library branch, but, for those that do not, extra-curricular programming will create strategies for student access to library resources. This Fall, BPS Library Services and BPL Youth Services are planning a city-wide Literacy Summit that will bring together nonprofit literacy agencies that serve infants to the college and career ready. The purpose is to coordinate services in order for the agencies to ensure equitable access to the lifelong learning resources that libraries provide.

Conclusion

By 2021, BPS Library Services program will be resourced to provide certified school library teachers; partner with institutions of higher education to recruit diverse library team members; build culturally and disciplinary empowered library collections in 21st Century library/learning commons spaces and personalized learning; and facilitate professional development and program planning with school leaders and teachers for collaborative, curriculum design and co-teaching (AASL, 2010). The goal of this plan is “to develop strengths and address core challenges” of the BPS Strategic Implementation Plan (Boston, 2016). If the Library Services Strategic Plan is realized each student will learn with equitable access to a central learning commons and library that is the heart of their school. The coherence that BPS School Library Services brings to school leaders, school community member, partners and civic leaders will position the department as the heart of the district.

Below is the BPS Library Services 5 Year Action in table form with integrated goals and objectives. BPS school library statistics, program status and student needs, partnered with the research from the school library studies (LRS, 2016) demonstrate why the BPS library program aspires to generate flexible strategies in order for all of the city’s children to access active school library programs. This, in turn provides students to in-depth, rigorous, effective and engaging curriculum, instruction and enrichment.

	relevant grants to grow BPS Library services *Support Library Team members for securing small grants.	*Seek and write relevant grants to grow BPS Library services *Support Library Team members for securing small grants.	*Seek and write relevant grants to grow BPS Library services *Support Library Team members for securing small grants.	*Seek and write relevant grants to grow BPS Library services *Support Library Team members for securing small grants.	*Seek and write relevant grants to grow BPS Library services *Support Library Team members for securing small grants.
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Strategic Priority 2: Equitable Access to Library/Learning Commons Facilities

Contribute to BPS Educational Vision Team	Review and integrate the Library / Learning Commons Plan into Facilities Design Work	Plan school-by-school Library / Learning Commons Plans into Facilities Designs	Implement school-by-school Library / Learning Commons renovations	Implement school-by-school Library / Learning Commons renovations	Implement school-by-school Library / Learning Commons renovations
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Strategic Priority 3: Equitable Access to Library Teachers

Seek Funding for increasing Library Teachers (LT)	*Explore centralized funding for library team positions *Align library staffing with facilities plan	*Strive for centralized funding *Begin library teacher placement in re-designed schools.	*Secure sustainable funding for a centralized library services Program *Continue library teacher placements	*Review Library Services Program regarding Equitable Access to library teachers & strong library programs.	*Equitable access to and placement of library teachers across BPS
Implement the DESE School Library Teacher Rubric	*Review with principals the Rubric in order to improve library teacher practices	*Continue to review and refine school Library pedagogy in schools	*Continue to review and refine school Library pedagogy in schools	*Continue to review and refine school Library pedagogy in schools	*Continue to review and refine school Library pedagogy in schools
Partner with city of Boston and Simmons School of Library &	*Submit grant for 3 year plan for BPS teachers & Library Team members serve in schools, achieve MLIS & cert.	*Implement Grant *Select schools for preservice library teacher placement *Create &	*Select 2nd set of schools and preservice library teacher cohorts. *refine and continue	*Select 3rd set of schools preservice library teacher cohorts. *Continue to review and refine	

Information Science (LIS)		facilitate schoolwide training	training schools on advantaging Library Teacher	program and training.	
<i>Strategic Priority 4: Collection Development School/District Wide Resource Asset Management</i>					
Increase Funding to Meet Collection Standards: Apply American Library Association Standards Service for Children’s “Collection Development” including diverse resource acquisition (20)	*Automated collection analysis to obtain 25% of recommended titles *Develop collaborative purchasing process *Create school-wide print source cataloging Plan *Update and adopt Library Collection Development Policy	* Automated library collection analysis to obtain 40% of recommended titles *Implement collaborative purchasing Process *Implement school-wide print source cataloging plan	Automated collection analysis to obtain 55% of recommended titles	Automated collection analysis to obtain 70% of recommended titles	Automated collection analysis to obtain 85% of recommended titles
<i>Exception: High School Accreditation: Immediate needs assessment, scope and sequence of updating High School collections, staffing and teaching and learning standards.</i>					

<p>Develop standard information literacy/guided inquiry curriculum</p> <p>Integrate Digital Libraries & Digital School Library Presence in each school library and district wide</p>	<p>*Implement integrated 6-12 guided inquiry/social studies scope & sequence. *Develop integrated K-8 guided inquiry/ELA scope & sequence. *Formalize K-12 Library/ Guided Inquiry Scope & Sequence *Incorporate Digital Literacy Standards into this curriculum. (21). *Create a Virtual Learning Commons template for district and school library. *Link VLC with a variety of BPS pages including OIT's Digital Backpack Page.</p>	<p>*Implement integrated K-8 guided inquiry/ELA scope & sequence. *Develop K-12 integrated K-8 guided inquiry/science scope & sequence. *Implement Virtual Learning Commons model for high school libraries *Review and add to VLC and Backpack Resources.</p>	<p>Implement integrated k-12 guided inquiry/science scope & sequence. Develop 6-12 integrated K-8 guided inquiry/ELA scope & sequence. *Implement Virtual Learning Commons model for middle school libraries *Review and add to VLC and Backpack Resources.</p>	<p>Implement integrated k-12 guided inquiry/science scope & sequence. Develop 6-12 integrated K-8 guided inquiry/ELA scope & sequence. *Implement Virtual Learning Commons model for middle school libraries *Review and add to VLC and Backpack Resources.</p>	<p>Adopt the guided inquiry based research methodology that is applied across district curriculum</p> <p>*Review VLC model in order to update access, resources and relevance.</p>
<p>Create and facilitate consistent Professional Development opportunities Library Team & Teachers (LT)</p>	<p>*Ensure library team in-service opportunities to meet certification requirements *implement DESE LT evaluation *Personalize PD for each Library Team member in</p>	<p>*Refine & review in-service opportunities to meet certification requirements *implement DESE LT evaluation *Personalize PD for each Library Team member in</p>	<p>*Continue to refine and review</p>	<p>*Continue to refine and review</p>	<p>*Continue to refine and review</p>

<p>Create and Facilitate Library Team Professional Development Leadership for School Faculties</p> <p>Create and Facilitate Professional Development for Central Office & School Leaders</p>	<p>order to strive for consistent, active library programming.</p> <p>*Train/co-present with library team to train faculties in guided inquiry & meta/information literacy.</p> <p>*Likewise train faculties on digital resource use.</p> <p>* Facilitate PD with Central Office & School Leaders/small groups & one on one</p>	<p>order to strive for consistent, active library programming.</p> <p>*Review & refine Library Team PD with School faculties.</p> <p>*Review & refine Central Office PD.</p>			
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Strategic Priority 5: Cross Departmental Print & Digital Asset Management

<p>Lower Print Resource Expenditures</p>	<p>* Cross departmental analysis of classroom collections</p> <p>*Develop asset management & resource sharing plan</p>	<p>* Cross Departmental analysis of classroom book collections</p> <p>*Implement asset management plan by cataloging schoolwide assets</p> <p>*Cross district resource sharing implementation</p>	<p>* Cross departmental analysis of classroom book collections & needs and program review</p>	<p>* Cross departmental analysis of classroom collections & needs and program review.</p>	<p>* Cross departmental analysis of classroom collections & needs and program review.</p>
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Coordinate Digital Applications and Use	*Convene and strategize use of media resources, ELA, ELL, OIIT Digital, Humanities, etc. and plan.	*Align media (digital, textbook, etc) implementations and utilize a centralized digital inventory system	*Align all media (digital, textbook, etc) purchases and utilize a centralized inventory in all elementary school Libraries.	*Align all other items, books rooms, classroom libraries, etc.	*Continue to refine cataloging methods and sustaining collections across all media.
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TEACHING & LEARNING

Strategic Priority 1: Develop an integrated inquiry based/information literacy learning program for students and staff.

Develop standard information literacy/guided inquiry curriculum	*Implement integrated 6-12 guided inquiry/social studies scope & sequence. *Develop integrated K-8 guided inquiry/ELA scope & sequence. *Formalize K-12 Library/ Guided Inquiry Scope & Sequence *Incorporate Digital Literacy Standards into this curriculum. (21).	*Implement integrated K-8 guided inquiry/ELA scope & sequence. *Develop K-12 integrated K-8 guided inquiry/science scope & sequence.	Implement integrated k-12 guided inquiry/science scope & sequence. Develop 6-12 integrated K-8 guided inquiry/ELA scope & sequence.	Implement integrated k-12 guided inquiry/science scope & sequence. Develop 6-12 integrated K-8 guided inquiry/ELA scope & sequence.	Adopt the guided inquiry based research methodology that is applied across district curriculum
Integrate Digital Libraries & Digital School Library Presence in each school library and district wide	*Create a Virtual Learning Commons (VLC) template for district and school library. *Link VLC with	*Implement Virtual Learning Commons model for high school libraries *Review and	*Implement Virtual Learning Commons model for middle school libraries	*Implement Virtual Learning Commons model for middle school libraries *Review and add to VLC and	*Review VLC model in order to update access, resources and relevance.

	<p>a variety of BPS pages including OIIT's Digital Backpack Page.</p> <p>*Collaborate with Innovation's Personalized Learning Model and train Library Team</p>	<p>add to VLC and Backpack Resources.</p> <p>*Library Team manages Personalized Learning within their schools</p>	<p>*Review and add to VLC and Backpack Resources.</p> <p>*Review and modify Personalized Learning structure and strategies</p>	<p>Backpack Resources.</p> <p>*Review and modify Personalized Learning</p>	
<p>Create and facilitate consistent Professional Development opportunities Library Team & Teachers (LT)</p> <p>Create and Facilitate Library Team Professional Development Leadership for School Faculties</p> <p>Create and Facilitate Professional Development for Central Office &</p>	<p>*Ensure library team in-service opportunities to meet certification requirements</p> <p>*implement DESE LT evaluation</p> <p>*Personalize PD for each Library Team member in order to strive for consistent, active library programming.</p> <p>*Train/co-present with library team to train faculties in guided inquiry & meta/information literacy.</p> <p>*Likewise train faculties on digital resource use.</p> <p>* Facilitate PD with Central Office & School Leaders/small groups & one on one</p>	<p>*Refine & review in-service opportunities to meet certification requirements</p> <p>*implement DESE LT evaluation</p> <p>*Personalize PD for each Library Team member in order to strive for consistent, active library programming.</p> <p>*Review & refine Library Team PD with School faculties.</p> <p>*Review & refine Central Office PD.</p>	<p>*Continue to refine and review</p>	<p>*Continue to refine and review</p>	<p>*Continue to refine and review</p>

School Leaders Create a set of possible family workshops by collaborating with Engagement.	*facilitate family programs including Tech Goes Home, Parent University & literacy outreach programs.	*Review and refine family engagement.			
<i>Strategic Priority 2. Resource & Information Access and Delivery</i>					
Strive for a seamless One Card/BPL Library Card/Student ID	*Ensure that all staff can access, 24/7, the information and literature for academic & extracurricular needs by advocating for the ONE CARD for all staff; one card = ID, TPass,	Ensure that all students can access, 24/7, the information and literature for academic & extracurricular needs by advocating for the ONE CARD for high school students;	Ensure that all students can access, 24/7, the information and literature for academic & extracurricular needs by advocating for the ONE CARD for middle school students.	Ensure that all students can access, 24/7, the information and literature for academic & extracurricular needs by advocating for the ONE CARD for elementary students	Continue reviewing ID/BPL Card Access
<i>Strategic Priority 3: Align & Integrate with Service Providers: Internal</i>					
Educational Vision Team	Review and integrate the Library / Learning Commons Plan into Facilities Design Work	Plan and implement the Library / Learning Commons Plan into Facilities Design Work	Review and continue implementation	Review and continue implementation	Review and continue implementation
<i>Strategic Priority 4: Align Service Providers; External</i>					
Strengthen Boston Public Library	*Implement BPL/BPS Library Services	*Continue ConnectEd & First Grade	*Continue ConnectEd & First Grade	*Continue ConnectEd & First Grade	*Continue ConnectEd & First Grade

Partnerships Strive for 3 grade bands to visit BPL Central annually	Strategic Plan *Continue ConnectEd & First Grade Library Card Initiative *Plan & Facilitate All District 8th grade field trip to Copley	Library Card Initiative *Facilitate All District 8th grade field trip to Copley *Plan High School Research Program at Copley	Library Card Initiative *Facilitate All District 8th grade field trip to Copley *Plan High School Research Program at Copley	Library Card Initiative *Facilitate All District 8th grade field trip to Copley *Plan High School Research Program at Copley	Library Card Initiative *Facilitate All District 8th grade field trip to Copley *Plan High School Research Program At copley
Create and sustain annual BPL/BPS Library Services Citywide Literacy Summit	*Plan & Facilitate with Birth to College Literacy Organization Heads *Plan thematic Boston Reads	*2nd annual summit - refine - broader reach & new literacy partners *Implement thematic Boston Reads/ Summer Reading	*3rd annual summit - Continue to hold & refine *Refine and implement thematic Boston Reads/ Summer Reading	*4th annual summit - review & refine *Implement thematic Boston Reads/ Summer Reading	*5th annual summit - review & refine *Implement thematic Boston Reads/ Summer Reading

BPS Library Services Strategic Plan Methodology

In October 2015, the Director of Library and Media Centers invited library team members, community representatives and administrators to serve on the planning committee. The planning committee was made up of a principal, a library volunteer/community representative, a public library representative, nine school librarians, one library paraprofessional, a representative from the Office of Information and Instructional Technology, and the library services director.

The process began at the first Library Team Meetings in October, 2015, where steering committees were named. Library Team members self-selected to serve and were asked to recruit a principal. Other partners were asked by the program director.

Prior to the first meeting on December 8, 2015, committee members were asked to review the 2008-12 plan and to bring questions, suggestions and ideas for the new plan. The Library Services Director took notes, generated a first draft of the plan and shared it on Google Docs.

The committee gathered on 1/25/16 and brought changes and suggestions. Between then and the final draft, committee members reviewed and made suggestions or changes digitally. In the meantime, the Director of Library Services integrated the Boston Public School's Strategic Implementation Plan (22) into this Strategic Plan. At the meeting, on May 11, the committee approved the changes and made suggestions to the draft. On Wednesday, August 24, the BPS Strategy Team vetted the document. The Final Draft was completed on Monday, August 28 to be submitted to the Office of the Superintendent for approval. Following this, the plan was presented to the BPS School Committee and then submitted to the Massachusetts Board of Library Commissioners.

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